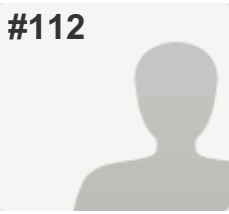


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, May 25, 2016 9:29:31 AM**Last Modified:** Monday, August 15, 2016 9:57:23 AM**Time Spent:** Over a month**IP Address:** 216.51.197.238

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Q1: Name of School District:	Wapello Community School District
Q2: Name of Superintendent	Mike Peterson
Q3: Person Completing this Report	Mike Peterson

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Q4: 1a.Local TLC Goal

Our plan will allow us to retain effective teachers.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our plan has allowed us to retain some of our more effective teachers by moving them into the TLC program and out of the general fund. Although the goal of the TLC program is not to help districts avoid budget woes, for districts with declining enrollment, one benefit of the program has been that we have avoided staff reductions by making us of the opportunities afforded us through TLC. Some quality staff members who would have been let go under normal circumstances because of seniority, have been able to retain their jobs as people have moved into TLC positions.

Q7: 2a.Local TLC Goal

Our plan will increase collaboration among our teaching staff.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our Director and Instruction and our Literacy Coach facilitated grade-band meetings that centered around analysis of FAST data and the interventions/groupings that needed to occur as a result. These meetings happened every two weeks. Our Mentor Teachers met with the mentees on a much more regular basis than happened in the past. Through informal discussions, both mentors and mentees responded that this increased collaboration was very beneficial. Our Model Teachers did not end up promoting collaboration. This is no fault of the individuals in the Model Teacher position. The cultural dynamic of our buildings is such that Model Teachers did not gain any traction. This is the reason we requested a change in our plan for the upcoming school year.

Q10: 3a.Local TLC Goal

Respondent skipped this question

Impact of TLC Plan - 2015-2016

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q13: 4a. Local TLC Goal

Increase the % of students who achieve proficiency in reading, math, and science as measured through IA Assessments

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This goal was met in the following areas: 3rd Grade Science, 4th grade Reading, 4th Grade Math, 4th Grade Science, 5th Grade Reading, 5th Grade Math, 5th Grade Science, 7th Grade Math, 7th Grade Science, 8th Grade Science, 9th Grade Reading, 9th Grade Math, 10th Grade Reading, 10th Grade Math, 10th Grade Science, 11th Grade Math, and 11th grade Science

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We have already submitted our change request for next year and had it approved. Several of the measures we submitted in our original plan did not happen, for a number of reasons. The largest reason was a lack of time. Implementation logs were kept by our mentor teachers, our Director of Instruction, and our Literacy Coach. They were not kept by our Model Teachers, because our Model Teachers were not utilized. We still intend to have staff complete surveys. The group responsible for writing these surveys simply ran out of time before they could get something that they felt met our needs. I advised them that it would be better to take the time and do it right rather than simply do something to be compliant. Individual Teacher Leader reflections will also be completed in the 2016-17 school year.

Impact of TLC Plan - 2015-2016

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Respondent skipped this question

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.